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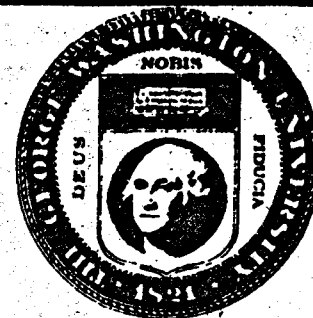
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# The Advocate

THE STUDENT NEWSPAPER OF THE NATIONAL LAW CENTER  
THE GEORGE WASHINGTON UNIVERSITY



Vol. 19, No. 3

Monday, September 21, 1987

## Ramsey Clark on the Constitution

by Christine McMahon

Two Hundred years ago the Constitution was written. Twenty years ago Ramsey Clark was Attorney General of the United States. On the Constitution's anniversary, Clark sees a special irony in what he perceives as the paralysis of the living document by the Reagan Administration.

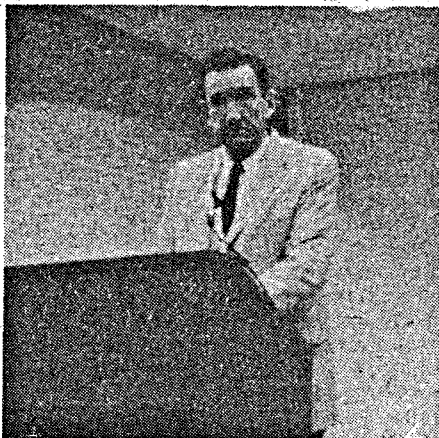
The slow-moving, slow-talking Texan who spoke at GWU last week lived in the fast lane of the political and legal world. Clark, a liberal with a J.D. from the University of Chicago, worked with Bobby Kennedy as the Assistant Attorney General before Lyndon Johnson handed him the reins of the Justice Department in 1967.

Though he says he was stifled behind a desk, Clark's record tells a different story. Clark supervised the drafting of the Voting Rights Act of 1965 and the Civil Rights Act of 1967. He argued *Jones v. Mayer* in the United States Supreme Court for the United States. He protected Martin Luther King by supervising federal enforcement of the court order protecting the civil rights march from Selma to Montgomery. He headed the presidential task force investigating the Watts riots. Now, he's working in private practice in New York, "in a beautiful loft in Soho, not far from the courthouse or home." He has some interesting cases, but is still championing liberal causes. Today, Jesse Jackson, Ralph Nader and Clark are holding a protest in Philadelphia to counter last weekend's extravagant festivities celebrating the Constitution.

Clark opposes Robert Bork, Reagan's nominee as Associate Justice of the

Supreme Court. "We need someone in the Court who's in step with the times. Robert Bork is a radical. He takes extreme positions that are off the chart. His ideas are contrary to the way the world is," Clark said.

Clark defends the programs he



Ramsey Clark  
initiated in the Johnson  
Administration just as passionately.

"We never said we, or the Constitution, were perfect. We were trying to improve it though," he said. "This concept of original intent is irrational. It just doesn't belong in the Supreme Court."

Clark's relaxed nature and delivery contradict his strong, pointed views. When asked to evaluate Edwin Meese's performance, Clark again was adamant. After the Iran-Contra affair, where the Attorney General aided and supported a cover-up, how can people

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## SBA Presents CR/NC Proposal

by Bill Koch

On September 10th and 16th, the Student Bar Association held special meetings to discuss concerns regarding the present policy on the "credit/no credit" option. Because of past student and faculty interest in revising the existing framework, SBA President Dennis Quinn called the meetings to bring together members of the SBA, student members of the Faculty-Student Curriculum Committee, as well as interested students.

A review of past actions was made, including the review of two proposals considered by the Curriculum Committee last year which never came before the full faculty for a vote. These two proposals would have altered the existing policy which permits a student to elect up to 12 credit hours on a credit/no credit basis, in addition to the three such credit hours automatically received in first year courses.

The first proposal was brought forth by a number of faculty members on the Curriculum Committee, and called for the elimination of the credit/no credit option. Other faculty members and all the student members of the Curriculum Committee drafted an alternative proposal, calling for a revision of the present system rather than its abolition. The alternative proposal permitted students to take only one credit/no credit course each semester; only 6 additional hours to be taken on a credit/no credit basis; a shorter period in which a student could elect to take a course credit/no credit; and discontinuation of the practice of writing "credit/no credit" on the cover of a student's blue book.

The first proposal, abolition of the option, passed the Committee on a 4-2 vote. At least four Committee members were not in attendance.

The SBA expects to present a plan to the Curriculum Committee in the coming weeks, rather than simply reacting to any plan which might be brought forth by Committee members.

At the September 16th meeting, the SBA voted to adopt a proposal which would accomplish the following:

1. the CR/NC option must be exercised not later than the final day of the add period each term;
2. no more than one course may be designated CR/NC during a semester or summer session;
3. the total number of optional CR/NC hours may not exceed eight;
4. the reforms will affect only the election to take a numerically-graded course on a CR/NC basis;
5. the reforms will take effect with the incoming Class of 1991.

The members of the committee for the 1987-1988 academic year were recently named by Dean Barron. Professor Peter Raven-Hansen has been selected to chair the Curriculum Committee and Professors Chandler, Green, Painter, Robinson, J. Schwartz, Sharpe, Stout, Weston, Wilmarth, and Dean Potts have also been assigned to the committee. Student members on the committee, selected by the SBA at the end of last year, are Glenn Harris, Jeremy Sugerman, and John Stringham.

Students or faculty members interested in this policy discussion should contact the SBA about their concerns. It is hoped that by working together, from an early point in time, a fair and effective policy may be developed.

## Faculty Receive 1990 Class Profile

by Brian Chevlin

For the first time since 1982, the Law School Admissions Service reported a 2.7% increase in the number of applicants applying to at least one ABA-approved law school; concurrently, the NLC admissions committee reported a 12% increase in application volume, significantly higher than the national average, according to Assistant Dean of Admissions Robert V. Stanek. Dean Stanek presented his report on NLC admissions to the faculty at a meeting on September 11.

Stanek said that the nationwide application volume has shown a marked decline over the past five years, but he and the admissions committee is hopeful that this year's increase is a sign of things to come. Unfortunately, the quality of the nationwide applicant pool has also diminished over the same period. A comparison of the strongest 1982 applicants (3.50 GPA and 39 LSAT and above) with the strongest current applicants reflects a 40% decline. Moreover, the weakest applicants (3.00 GPA and 30 LSAT and below) over the same period showed an increase of 15%.

According to Dean Stanek, the decline in stronger applicants through the early 1980's was due to an unfounded belief that the legal job market was tightening, and a

realization that alternative graduate degree programs could offer other feasible career options. However, the decline was somewhat offset by the considerable number of students who applied despite lower credentials.

Another possible reason for the lower quality of applications may be attributed to the higher grading standards adopted by many undergraduate institutions during this same period. Nevertheless, the quality of the NLC applicant pool remained high, enabling the admissions committee to retain its selective standards and admit a competitive entering class. This year, although fewer acceptances were extended, the first year class is still over-enrolled.

In 1986, the NLC received 4,468 applications and admitted 1,887 students, while applications in 1987 reached 5,010 with the school admitting only 1,799 students. This year's entering class of 360 in the day division and 68 in the evening division has 33 fewer students than last year's and 38 fewer than 1985. The median GPA of 3.41 and LSAT of 39 for the new entering class is evidence that the NLC continues to receive very highly qualified applicants.

The admissions committee was also encouraged by an increase in minority enrollment over the past year. The

percentage of minorities in this year's entering class is 9.8% (42 students), as compared to a "very disappointing" 5.4% (25 students) last year.

According to Dean Stanek, minority recruitment has become increasingly competitive since the ABA included in its accreditation criterion a requirement that schools establish affirmative action programs.

"In the mid-70's, schools claimed active recruitment programs, but really had no specific efforts," he said. "Now all schools are seeking minority students as actively as the NLC has done all along."

Accordingly, minority students have more choices and the various recruiting organizations including Balsa and the Special Committee on Student Recruitment and Student Life must compete with many other schools to attract minorities.

Once again, the NLC boasts a truly "national" representation in the entering class. With over 40 states and the territory of Guam represented. The states with the largest representations are New York (65), Maryland (49), Virginia (43), New Jersey (41), and Pennsylvania (31). The states with the fewest number of students are Delaware, Hawaii, Minnesota, New Mexico, Oklahoma, South Carolina, West Virginia, Wyoming, and

Malaysia, all with 1 representative.

For the first time, the University of Michigan was the biggest application feeder school, with the University of Maryland second, and the University of Pennsylvania a close third.

In other news, the faculty approved the list of degree candidates for the September 30 graduation. It also nominated and approved five faculty members--Professors Johnston, Nash, Robinson, Sharpe, Solomon--to the Tenure and Promotion Committee, along with three students who shall be selected by the Student Bar Association.

The Tenure and Promotion Committee will have the responsibility for assembling the record of all tenure or promotion candidates and presenting a report to the faculty on each such candidate. The Committee will also review tenure and promotion criteria and recommend appropriate changes to the faculty.

One interesting tid-bit for you "competitive" types: Apparently, the NLC was able to write to its wait-listed candidates in early July to give them notice that the school would not be accepting anybody off the wait-list due to the positive response of accepted applicants. At that other law school in the "bad" area of town

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# The Advocate

The Student Newspaper of the  
National Law Center

## EDITORIALS

### CDO Posting

The NLC halls are filled with scurrying second and third years anxiously awaiting the hallowed interview. The fourth floor halls are also filled with anxious second and third years, though they are hardly scurrying. In order to determine if your name is among the chosen, each student has to muscle through the masses crowding the halls just outside the CDO office.

A year ago, the newly designed NLC opened to kudos. A technical marvel, the new building boasted more space and splash than previously. It is hard to believe that the CDO couldn't find a slightly more spacious or an additional site to post interview lists.

Also adding to the long lines is the CDO practice of moving interview lists from board to board. Unless a student has memorized every firm he has dropped with he is likely to reexamine the same employer list time and time again to be sure of not missing any likely job opportunity.

This fault in the CDO's otherwise excellent program could easily be remedied. One option is using the third floor activities bulletin board which students rarely consult. Another is clearing the grade postings from this summer on the first floor. A third is duplicative postings in all three sites to reduce congestion.

Although the aggravation to CDO employees may increase slightly, claustrophobia among NLC students would decrease markedly.

### Plagiarism

Perhaps you've heard the news. Joe Biden, after all these long years, is still paying for an indiscretion he committed in law school. Perhaps you heard that he plagiarized five pages of a law review article without giving proper attribution. Perhaps you've heard the press castigate him. Perhaps you've heard him explain that it was really no big deal. Perhaps you've heard that the political pundits have already begun writing his obituary as a presidential contender because of the incident. Perhaps you've heard the joke--that he told his staff that he was sorry, and, besides, "We have nothing to fear but fear itself." Perhaps you should take this into account before you plagiarize.

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Monday, October 5, 1987  
Monday, October 19, 1987  
Monday, November 2, 1987  
Monday, November 16, 1987

## Letters to the Editor

### CR/NC

#### To the Editor:

As a student member of the Student/Faculty Committee on the Curriculum, I wanted to alert your attention to the efforts to eliminate the option to take normally graded courses on a credit/no credit basis. In two weeks, it is likely that the Committee will urge the faculty to abolish the credit/no credit option, a move that I strongly oppose. The decision would not affect nongraded courses such as clinics, trial practice court and legal publications. If the Committee makes this proposal, the faculty is scheduled to vote on the issue in mid-October.

In order to preserve any credit/no credit option, and in recognition that the system is being abused to a certain extent, the Student Bar Association has proposed that the current credit/no credit election be reformed. Bill Koch's article in this issue of *The Advocate* does a good job of describing this proposal and the recent history of the credit/no credit issue.

Although reforming the credit/no credit system may be warranted, eliminating the option entirely is unnecessary. Reforming the system would resolve every criticism leveled at the present credit/no credit election that I have encountered. A prudent approach would be to reform the present system and then revisit the issue to ascertain whether abuses had persisted. Instead, many faculty members have advocated straight abolition--which in my mind is an overreaction.

Professors have charged that the credit/no credit election pampers students and encourages them to avoid challenges. Both assertions are ludicrous. The National Law Center presents a demanding and challenging curriculum; even achieving a grade of 65, the number needed to receive credit for a course taken on a credit/no credit basis, requires hard work. Also, allowing students to take one course per semester, as the S.B.A. has recommended, would only ease law school pressures by a marginal degree. Any student who has decided to attend a top-notch school such as George Washington, moreover, is clearly not deterred by challenges.

Another faculty criticism is that the credit/no credit election encourages students to engage in gamesmanship, waiting to see how the

course develops before deciding to exercise the credit/no credit option. Professors also allege that students are "stacking" credit/no credit hours, taking two or three courses in one semester, in order to protect their G.P.A. Although students may be engaging in such behavior under the current system, the reform proposal favored by the S.B.A. would address these concerns. Students would be required to exercise the credit/no credit option within the first three weeks of school, and would be limited to one course per semester.

Other members of the faculty assert that the credit/no credit option has caused a general malaise among students in upper-level classes in that students are rarely prepared for classes and that class participation is low. Yet data prepared by Dean Valdez last year revealed that only a few classes contained a significant percentage of people taking the course on a credit/no credit basis. Other factors such as extracurricular activities, part-time jobs, and third-year apathy certainly go a lot farther towards explaining low class participation and preparation.

Finally, some professors have asserted that employers look with disfavor upon students who have exercised the credit/no credit option, implying that abolition of the system would be in the students' best interest. It is my impression that many employers do not have strong feelings about credit/no credit courses. Moreover, this is a decision that students are mature enough to make on their own, they do not need the faculty to act as nursemaids.

Although these objections are leveled at the effect of the credit/no credit election, it would appear that they are really philosophical attacks on the central purpose of the credit/no credit option: to ease grading pressure on students. When originally enacted, it was hoped that by reducing this pressure, the credit/no credit choice would encourage students to take courses they would not otherwise take, thus diversifying their academic selection. I believe the credit/no credit election still furthers this objective.

From my discussions with students it is clear that the abolition of credit/no credit would discourage students from taking many courses.

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### Commencement Conflict

#### To the Editor:

As both a rabbi and a member of the graduating class of the National Law Center, I would like to respond to the issue of commencement being on Shavuot. I knew had checked [sic] on the date last May and decided simply that I would not attend graduation nor would I bring it to anyone's attention. As a first year law student, I discovered that second semester exams were scheduled to start on the seventh day of Passover. I went to see Dean Potts during my first days as a law student with great trepidation. He worked the schedule so that the exam dates were changed. This was of paramount [sic] since at G.W., receiving an an [sic] excuse to make up an exam only entitles one to get Credit/No Credit or wait an entire year to make up the exam for a grade. Exams are required and commencement is not. I would like to have been able to attend but have many fewer regrets about not going to commencement than not being able to take an exam. What is of greater concern to me is that this fall interviews are scheduled for lay October 9 and Thursday October

15 which are the holidays of Succot and Simchat Torah. The same proscriptions and prescriptions of Jewish law apply to those days as they do to the holiday of Shavuot as well as to Rosh Hashanah. While, interviews like commencement, are not required, they have the potential of being a far greater detriment to a student's career than not being able to attend commencement. I would hope that the CDO would make alternate arrangements in the future for students who cannot attend interviews because of Jewish holidays.

While I appreciate the concern over graduation, I think that those of us who have chosen to be observant in American society must separate out those issues which have a detrimental effect on our lives and careers from those which are merely ceremonial. I am disappointed that I cannot attend graduation and I am sorry that many Jews will make the decision to attend despite the Jewish holidays, but issues of exams and interviews seem to take precedence.

Jan Caryl Kaufman



# COMMENTARY

## Credit /No Credit: Assess . . . Reform

by Peter Most

It is well understood that the system in which students may elect Credit/No Credit for course credit, as presently constituted, is in need of reform. Disparate factions of the faculty would abolish the system rather than labor to reform it. Cooler, wiser heads, both faculty and student, quest to reform an otherwise indispensable system. Clearly the question is not whether Credit/No Credit should be abolished, for such a suggestion is untenable; rather, we ought examine how to reform a system gone awry.

The suggestion that the Credit/No Credit system should be terminated is wholly unacceptable, both to the student body and, hopefully, to a majority of the faculty. The virtues of CR/NC far outweigh the proffered

forementioned reasons are weak in comparison to the reasons to maintain a reformed system.

Let me quickly dispense with the above reasons. Rather than use mere intuition to discredit the arguments presented to the Curriculum Committee, I refer instead to facts and figures compiled by Dean Valdez's office.

First, there is no basis for the belief that there is widespread abuse of the CR/NC option. Ms. Carol Colgan analyzed the grade records of last year's graduating class and found that the largest group of students took only five elective CR/NC units; the second largest group, with three fewer students, never elected to take a course CR/NC. And what of that elusive student which has caused this hullabaloo, the one which took the maximum number of courses CR/NC? Well, in the graduating class of 1986

by Elizabeth MacGregor

While the need for reform of the Credit/No Credit system is acknowledged by all, how best to reform the system is still a subject of dispute. A system which provides both a solid foundation in critical courses as well as flexibility for students wishing to broaden their education can be designed.

One of the principle criticisms of the current CR/NC system is that students may fulfill their legal writing and perspectives requirements by taking these courses CR/NC. A simple way to meet this criticism is to limit the election to elective courses not taken in fulfillment of the legal writing or perspectives requirements. A similar criticism is that students may take strongly recommended courses, particularly four credit courses, CR/NC under the current system. The option could also be restricted to two and three credit courses or those not designated "strongly recommended" by the faculty.

Equally contentious is the total number of credits that may be elected CR/NC. Under the current system, thirteen credits of classes may be elected CR/NC. Statistics show that very few students exercise the option to its fullest extent. By limiting the total optional CR/NC hours to eight, students may continue to take up to three or four elective courses CR/NC. Furthermore, the restriction would not impede the majority of NLC students: only twenty-five percent of last years graduates took more than eight credits CR/NC, and these statistics include non-elective use of CR/NC, such as Moot Court, clinics, and first year Legal Research and Writing.

These two provisions should be supplemented by a requirement that no more than one class per semester may be elected CR/NC, to prevent students from "stacking" CR/NC courses in a

particular semester to protect a G.P.A.

One of the most controversial issues, however, is the indication of the election on the bluebook cover. Some argue that the indication discourages students from taking the exam seriously, expecting that the indication will render an automatic "credit". Certainly most professors would deny that grades of "credit" are automatic, however several prefer that students indicate the election to facilitate exam marking and grade recording.

By allowing individual professors to choose whether or not students may indicate the election on the bluebook cover, those that prefer to know the students election may ask students to so indicate, and those that would rather grade exams without knowing may request that students not indicate the election. This would create no hardship for students, while allowing professors to develop a grading method most suited to their needs.

A further concern with the present CR/NC system is the date at which students must make the election. Currently, students have until nearly mid-semester to decide whether or not to take a class CR/NC. Some professors feel that students, by attending class for several weeks and then electing CR/NC, use this provision to determine which class will be most difficult. Such use of CR/NC is in contradiction to its valid purpose of allowing students to take courses they would not otherwise.

This concern would be put to rest by requiring students to make the election earlier in the semester, either at registration or on the final day of the add period.

Many of these reforms have been incorporated into the Resolution passed by the SBA last Wednesday. The proposal has been carefully drafted and certainly squelches concerns

### TO SAY THE LEAST

arguments to rid the option. What are those arguments? Let me enumerate the reasons presented to the Curriculum Committee:

1. "Too many students are taking too many courses CR/NC."
2. "Satisfying the Legal Writing and the Perspective Course requirements with a CR lacks academic vigor."
3. "Student participation in classes (especially in the third year) falls off noticeably where the percentage of CR/NC is high."
4. "CR/NC encourages students to skimp on class preparation and examination performances."

The foregoing reasons, cited in the May 19, 1987 Minutes of the Committee on Curriculum and Long-Term Planning, fail to state a cause of action, for, as the following will show, the

only two students fully utilized the option. Only two.

It was suggested to the Curriculum Committee that the election of CR/NC for the legal writing and perspective course requirements "lacks academic vigor." Indeed, I agree one of the needed reforms of the present system is to prevent students from using the CR/NC option on these requirements, just as students cannot now use the option for Evidence and Professional Responsibility. But to abolish the system because of an easily rectifiable abuse is ill-conceived. And, back to the facts, the rumored abuse of the system in this regard was not apparent in the last graduating class; in 1986 only ten students could be identified as using CR/NC to satisfy the legal writing requirement.

The Minutes of the Curriculum Committee reflect a widely held belief

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## Suggested Solutions To NLC Cheating Guns v. Books: Who Wins?

by Bill Koch

I have just completed reading the many articles on the issue of apparent academic dishonesty here at the NLC. While I would be the first to try to down-play the rumors and innuendo which resulted from policy snafus last semester, it would be a great disservice to the entire school if this issue were to simply go away and die. There are problems which need to be addressed, if not for substantiated reasons, then for the sanity of the students.

Is there a cheating problem? I think Professor Nolan hit it right on the head when she stated that the present atmosphere around the NLC indicates there is "a cheating problem," whether or not there is actual cheating. Yes, we have a problem. Now is the time for action, but this action must be thoughtful and responsible.

The Student Bar Association, as the representative organization for the student body, needs to look into this matter. But the SBA should not be called upon to remedy this problem area alone. That would be a tremendous burden, and would likely result in an incomplete response. The administration, faculty, SBA, and interested students need to work together.

While this has been difficult to accomplish in the past, the present state of affairs seems to have brought these various groups very close together. *The Advocate* was able to receive input from all of these

sources, and put together a number of articles for the last issue. Now is the time to have these groups come together, not to write articles, but to publish a new set of guidelines for the administration of the testing procedure and the enforcement mechanisms.

We have good people here at the NLC. And very few would cheat on their exams. But when temptation acts at a time of extreme pressure, coupled with a vague explanation of what punishment exists for academic dishonesty, some "good" people may find themselves indulging in academic dishonesty.

Therefore, any response to the concerns aired in the last issue of *The Advocate* must take into account all of the various factors. Some steps to be taken are quite obvious: the publication and posting of the University Policy on Academic Dishonesty, professor presence at the exam, limitations on the use of identical exams from past years, and a confidential (yet accountable) system of reporting possible academic violations. Other possible steps are not so apparent: greater student participation in the oversight of academic policy, the establishment of a Student Honor Statement (rather than a more strict Honor Code), and the numbering of both blue books and exams.

Unfortunately, academic dishonesty will always be with us. We must work together to develop a positive approach to examining the matter and minimize its impact, real or imagined.

by Sally Weinbrom

Guns versus butter has long been a controversy generating debate between Republicans and Democrats. The argument goes: If we don't spend our money on national defense by funneling many tax dollars toward the protection of this country, there will be no need to worry about anything else since our way of life will have disappeared. Guns win!!

This argument has recently won great support in this country and under the Capitol dome resulting in significant cuts in domestic spending and advances in military spending. For several years the military has had an essentially free hand in developing new weapons systems.

The results have been less than encouraging.

Several military systems are far from completion. The Sergeant York missile has been scraped. The Stealth bomber, still an air force "black" project, is reportedly encountering some production difficulties. During the Grenada invasion the various branches of our armed forces could not speak to each other due to incompatible communication equipment.

All this has been purchased with many tax dollars during the Reagan Administration. Last year's military budget authorization was estimated at \$298 billion. Actual outlay equaled \$289 billion.

In contrast, federal funding for education programs last year came to about \$14 billion. Recently, the House of Representatives re-authorized

funding for elementary education programs at \$5 billion dollars. Educators were thrilled with the first increase in *authorization* levels for an education program since Mr. Reagan came to the White House. \$5 billion dollars just about covered the budget of the trident submarine program last year.

Why the disparity in federal spending levels for two necessary government services? The obvious answer is that national defense is just that: a national issue. Education, because of its parochial nature, is generally a state, and therefore a state funded responsibility. However, the federal government does take a hand in ensuring that certain children, including the needy, the educationally deprived and the handicapped are educated.

Mr. Bennett, Secretary of Education, has decried past efforts on the part of Congress to increase education funding. When undergraduate and graduate loan programs were cut last year, Bennett called for even more cuts to avoid student abuse of their government supplied educational funds through purchase of stereos and beach weekends. Bennett further criticized federal subsidization of colleges and universities claiming such loans merely drove the price of education up to artificially high levels.

Why is an administration, so generous with the military dollar, so parsimonious with the education dollar? Part of it is the sexiness of the two issues. The average American

## Professor Todd Peterson

by Betsy Cowles

With the eagerness and enthusiasm of a first year, Professor Todd Peterson has burst onto the faculty at the National Law Center and has found himself fully enthralled with his new surroundings.

Having just left the local firm of Ross, Dixon & Masback, the young urbane professor now teaches Civil Procedure to section 11 first year students. This spring he will add Federal Jurisdiction to his course repertoire.

The California native says he knew



Professor Peterson

in high school that law school was right for him and, judging from the results, his intuition was correct. After graduating from Brown University in 1973 as a history major, Peterson went directly on to the University of Michigan Law School, where he was among the top of his class. He graduated *Summa Cum Laude* in 1976, as well as Order of the Coif and a member of Law Review.

Being anxious to litigate, Peterson took an associate position with Crowell & Moring/Jones, Day, Reavis & Pogue in Washington D.C. While at the firm, he dealt with administrative, commercial and antitrust litigation.

Four years later, he moved to the Office of Legal Counsel for the United States Department of Justice. As an attorney-advisor Peterson focused on the academic and theoretical side of the law. While looking into the issues of executive privilege, separation of powers, and first amendment rights, the intellectual aspect of his work sparked a smoking interest in the academic world.

"I think I got spoiled at O.L.C. by the intellectual side," Peterson said about his decision to leave private practice for the National Law Center.

"For me it was more satisfying to think about the abstract than to be a litigator," he said, quickly adding that he also enjoyed being with Ross, Dixon & Masback. In 1985, Peterson moved from the O.L.C. to the Washington law firm where he was a partner.

"The firm was just not as satisfying to me," he said, looking back on his reasons for moving into the world of academics.

His enthusiasm for the National Law Center, the faculty and the students is as strong as his love for the intellectual legal realm. "I'm delighted to be here. I love it."

A lot of unknowns come with being new to the fourth floor of Stockton, but for Peterson there have been just as many pleasant surprises. "I didn't really know what to expect. One hears stories about students lacking interest," he remarked. With a smile he added that he has been very happy with the level of participation and enthusiasm during class. "It really is fun teaching first years."

Peterson feels his recent exposure to litigation adds a lot to his teaching. "[My past experience] does help. Having the background gives the subject practical and tactical context," and that context brings life to the course.

Putting civil procedure to work, Peterson recently submitted a brief to the U.S. Supreme Court on a Title VII issue for the State and Local Legal Center. In the future, Peterson hopes to do research on separation of powers.

With two children ages four and two, Peterson is a busy family man with a love of baseball, music and Tolstoy. "I read a lot... and I love reading Tolstoy. I'm not sure why really. It's fascinating. I'm really interested in Russian history and culture."

"Work hard and relax" are words to live by, says Peterson. Admittedly, that may be hard to do, especially for first years, but Peterson claims relaxation is the key to getting the most out of classes. "It's okay to make mistakes in class. If you worry about making a mistake you tense up and then you can't enjoy or learn anything."

Students need to take risks, he says, and "if you don't have the right answer that's okay. You've got to realize that every mistake you make won't be the last."

But making mistakes in class and making them in practice are two different things. The issue of ethics is a very real problem in the legal profession and one that has been created by lawyers themselves, Peterson noted.

"One of the major challenges for law schools is to address ethical concerns raised by the system and to make sure people think about them in context of substantive courses, like Civil Procedure." For Peterson, context is extremely important since the issue of ethics is inseparable from the way the legal system functions.

In the context of the law school, Peterson is thriving and has high expectations for his future here.

## New Faces on the Faculty Professor Gerald Johnston

by Kevin O'Hare

"It's important in teaching to be yourself. You're liable to fall on your face if you don't." This is the simple, yet effective teaching philosophy of Professor Gerald P. Johnston, a new member of the NLC faculty this year. Professor Johnston, who was the Visiting Freda Alverson Professor at GW last spring, formerly taught at The University of Kentucky and Washington University in St. Louis.

His lecture style contrasts with the arid methods utilized by many professors. Johnston employs a myriad of puns, name associations, jokes, anecdotes and sardonic observations to complement the subject matter and keep his students on their toes. "Most [law professors] adopt a style of teachers they have had," Johnston explained that his years away from academia left him no choice but to "be myself". Most of his material elicits a good response from his captive audience, despite the occasional groan or hiss.

Before his teaching career, Johnston was a Partner in the Washington office of Jones, Day, Reavis & Pogue, where he specialized in Estate Administration and Planning. Professor Johnston is also an acknowledged expert in the field of legal malpractice. He utilizes his experience in his courses on Trusts and Estates (I & II), and Professional Responsibility and Ethics. First years beware--Professor Johnston will be teaching a section of Property next semester.

Although originally from the D.C. area, Johnston emphasizes that the National Law Center "is one of the few schools I would have considered leaving St. Louis for." When asked of his impression of life at the NLC, Johnston responded that he "likes it fine." The NLC, he said, is not an



Professor Johnston

institution content to sit on its laurels. Professor Johnston cited new faculty additions and

past renovations of NLC facilities as proof that the school is moving forward.

In addition to his first year Property section next year, Professor Johnston will also be teaching Trusts and Estates II, perhaps forever eschewing the bright lights, adulation and fame of a career in comedy. Instead he remains for an extended engagement at the NLC devoted to the Law of Trusts and Estates, his wife, two children and his beloved pets, Angus and Rocky.

## Professor Dennis Nolan

by Frank Zacherl

Professor Dennis Nolan joins the NLC professorial ranks this year, having already distinguished himself both professionally and academically. Section 11 Contracts students have found him to be both a stimulating instructor and an intensely interesting individual, a man whose enthusiasm for the law transcends even the most mundane analysis in class.

After attending Georgetown University for undergraduate studies in government, Professor Nolan attended Harvard Law School, receiving his J.D. in 1970. He then returned home to Wisconsin to practice as an associate attorney for the Milwaukee firm of Foley & Lardner. After a year there, he returned to Washington to serve as a Legal Advisor to the Deputy Undersecretary of the Department of the Army, making a second stop at Georgetown to begin his M.A. in American History. He returned to Milwaukee in 1973 and resumed working for Foley & Lardner, completing his

M.A. at the University of Wisconsin at Milwaukee.

In 1974 Professor Nolan went to the University of South Carolina, where he taught the law until 1980. He then traveled to Galway, Ireland, teaching as a Fulbright Visiting Professor at the University College Galway for two years. Upon completion of that program, he returned to South Carolina where he taught until this year.

Professor Nolan has lectured extensively here and in Europe, and is a well-known and highly respected scholar in the fields of Arbitration and Labor Law, having written or co-written several books and countless articles and treatises in these areas of law. He has also published a Nutshell book: Labor Arbitration Law and Practice in a Nutshell.

His classroom teaching is complemented by anecdotes and vignettes gleaned, no doubt, from his two favorite pastimes (reading and traveling), yet these digressions

## Professor Laura Campbell

by James Handley

Professor Laura Campbell, a 1981 graduate of the NLC, has joined the faculty to teach Comparative Environmental Law this semester. The focus of the course is a comparison of the toxic chemical control laws of the United States and Japan.

Professor Campbell worked for the Environmental Protection Agency while attending night law school at GW, and, following graduation, she continued to work for the agency. While at the EPA she has worked in the areas of toxic regulation, pesticide regulation and hazardous waste cleanup. She recently took a leave of absence to pursue her legal studies in Japan as a Fulbright Scholar. After her return from Japan, Campbell decided to leave the EPA to work with a D.C. firm

representing Japanese clients on trade issues.

Campbell says she is "hooked" on the international aspect of her practice and has travelled to Japan eight times. Her Japanese pursuits arose out of her interest in Asian thought and religion as they relate to attitudes about the environment. She has been learning Japanese for many years and describes the language as very difficult because of the different forms of nouns and verbs which are used for different levels of formality and politeness. The effort to learn the language, however, has paid off for her. She is able to use it effectively with her Japanese clients.

Professor Campbell sees teaching Comparative Environmental Law as an opportunity to combine areas of her

expertise and interest. Although international law and environmental law are seemingly unrelated fields, Campbell sees an increasing area of overlap. As an example, she cites the work now under way to reach international agreements on the use of chlorofluorocarbons or CFCs. Atmospheric emissions of CFCs, widely used in air conditioners, refrigerators, and as solvents in the manufacture of electronic components, are linked to degradation of the ozone layer of the earth's atmosphere.

Professor Campbell believes a background in international and environmental law can aid in a law practice dealing with non-tariff regulations on trade. These regulations are a potential way for developed nations to influence environmental policy and practices of

developing nations which frequently are becoming the repositories for the most polluting industries. (This occurs as industries move to jurisdictions with less restrictive environmental laws.) Non-tariff regulations could be imposed on imports by prohibiting the use of certain environmentally damaging chemicals or manufacturing processes.

Professor Campbell sees an expanded role for attorneys who do preventative counseling on environmental issues for multinational corporations. She also believes that in the future it will be increasingly important for practitioners in environmental law to be aware of developments in other countries and in international law. Because of her interests and experience, Professor Campbell is uniquely suited to this emerging field.



## Clark (Cont'd)

From Page 1  
believe in the law anymore? To celebrate lawlessness, which is what Meese does, is destructive," he said.  
Clark's parting words during his hour-long interview with *The Advocate* were directed more generally toward the Reagan Administration and its lavish tribute to the Constitution in Pennsylvania. "The idea of the Constitution is that you choose to live by principle. Here, they do just the opposite," he said.

## Class (Cont'd)

From Page 1  
(a.k.a. Georgetown), there was a need to accept students off their wait-list, and according to Dean Stanek, Georgetown was still accepting wait-listed students up to and after registration. The Georgetown Admissions office vehemently denies the report.

## CR/NC (Cont'd)

From Page 3  
that the CR/NC option is responsible for a decline in student participation. Student participation is subjective and, therefore, hard to accurately gauge. But, as a student, I can subjectively state that participation is more likely related to course curriculum than the CR/NC option. The Minutes even concede that "repealing CR/NC is not guaranteed to solve the problems of . . . participation."

Lastly, does CR/NC encourage students to skip on class preparation? There are no facts or figures for me to refer. The suggested reform, that fewer courses be taken CR/NC, should remediate this claimed problem, if one actually exists.

As I have outlined, the cited reasons to abolish the CR/NC system

are shaky at best. But what are the reasons for reforming the system rather than abolish? Certainly the most potent argument, as discussed in an accompanying article, is that CR/NC offers students the opportunity to take a wider selection of courses than they would normally opt to take. And, again, the facts illustrate this belief. Last spring 41% of the students in Federal Antitrust Law took the course CR/NC. How many of those students wouldn't have taken the course without CR/NC? How many students wouldn't have felt comfortable enough to take a course deemed difficult yet of immeasurable legal educational value?

There is no proof that students learn less in courses in which they opt for the CR/NC option. To receive a passing grade one must receive at least a 65, no easy feat in the courses in which students most often elect the option. And, if it were true that one does not learn in a CR/NC class, would the option be offered at some other fine institutions of legal scholarship, including, but not only, Harvard, Yale, Columbia, Stanford and Berkeley?

The fate of Credit/No Credit now lies in the hands of the faculty. Before the vote occurs, I implore all faculty members to step out from behind the podium and recall the anxieties of law school. In the end, I'm sure the most potent argument in favor of reform, and not abolition, of CR/NC is the realization that the tremendous burdens imposed on law students can to some small degree be lessened with the continuation of CR/NC.

## Letters (Cont'd)

From Page 2  
Because of the inflated importance attached to grades by employers, students are wary about taking courses that would jeopardize their standing. Several considerations that students have relayed to me are: (1) the need to avoid inordinate pressure caused by taking back-to-back exams; (2) courses

that present somewhat esoteric subject matter; (3) courses that emphasize complex numerical or economic principles, such as law and accounting, antitrust, or corporate tax; (4) courses that are also taken by night students who work in a field related to the course subject matter and who possess an inherent advantage; (5) courses in which the professor has a reputation (whether deserved or not) for severe or arbitrary grading.

Of course, these factors would not deter some students; these students would probably not use the credit/no credit election anyway. But it is a healthier academic policy to encourage those who are deterred to pursue the broadest possible selection of courses by allowing them to use the credit/no credit option. Those who argue that this concern encourages the avoidance of challenges simply fail to recognize the importance of grades and the devastating effect even one bad grade can have upon one's G.P.A. -- many students do not feel that they can afford to take the risk.

In conclusion, the lack of foresight of those who originally enacted the credit/no credit system, and the abuses that inevitably occurred, should not form the rationale for abolishing the credit/no credit election. Rather than take this extreme and excessive step, the Committee would do itself and the school a favor by legislating in a reasonable and prudent fashion. The sensible choice is to cut back the credit/no credit option -- not to cut off its head.

Glenn Harris  
3rd Year Student

## Guns (Cont'd)

From Page 3  
can see the immediate benefit of having a bigger, more technically advanced missile than the U.S.S.R. What is less obvious is the long term benefit of producing rocket scientists through our school systems.

What those who conduct tax policy should consider is where the operators of such technical equipment will come from. While the military production companies can produce a gee wiz ultimate fire power, heavy duty howitzer, the average GI has got to be able to use it. Studies show a lot of our GI's can't understand the tasks they must perform as part of their jobs.

In addition, we are limiting those who attempt to become rocket scientists by making the price of an advanced degree so high that only the very rich or the very brilliant poor can afford it. The fewer educated, the less opportunity for genius.

The solution is not strictly more "book money" and less "gun money" but rather a new federal policy indicating that education is essential to our survival.

For indeed, learning from the past is the key to the future. Books, not guns survive the test of time.

## ELA Alive and Well

by James Handley

The Environmental Law Association (ELA), which recently held its first meeting of the academic year, is alive and well at the NLC. The group hopes to begin having regular bi-monthly meetings in the late afternoon or evening.

One of the group's goals is to begin publication of a newsletter dealing with environmental law topics and upcoming ELA events. The ELA is also organizing an Aluminum Awareness Day to promote awareness of aluminum as a recyclable resource and to encourage students to use the recycling bins at the law school. All funds from cans collected here will benefit the Boys and Girls Clubs of D.C. In order to increase the effectiveness of its recycling effort, the ELA plans to obtain additional recycling bins which will be clearly marked and will be strategically located throughout the law school.

At the ELA's first meeting, Ira Dassa, the group spokesperson, outlined some of the other objectives of ELA for this academic year. These include arranging for practitioners and professionals in the environmental field to speak to NLC audiences about their areas of expertise and about current events affecting environmental policy. It is hoped that speakers and topics can be selected to be of interest to both ELA members as well as the overall law school community.

An internship panel discussion is also planned; panel members would be students with internship experience in the environmental field, and would answer questions about their work at various state and federal agencies and law firms. A similar very successful program was conducted by the ELA last year.

The Environmental Law Association views itself as a non-partisan organization, neither pro nor anti-environmental in outlook, but instead as a forum for exchange of ideas and information. According to Ira Dassa, the main thrust of the organization should be education and awareness.

The first meeting of the ELA drew a diverse group of 20-30 students ranging from first years to graduate law students. Judging by the number who signed up for committees and activities, this year should be an active and interesting one for the ELA. The next meeting is planned for later this month. For further information consult the student organization bulletin board on the third floor of Stockton Hall, or stop by the ELA desk which is in Burns 304.

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# Banzhaf's Class Brands Bad Profs

by Professor John Banzhaf

\* A law professor misses teaching more than half his classes, and the law students are left holding a very expensive bag: out a lot of money, and without learning material deemed essential for passing the Bar or obtaining a particular position.

\* Law students taking a course find that what is being discussed in class bears almost no relationship to the catalog description of the course, and that important topics the catalog said would be covered are going to be completely ignored.

\* Grades in an important law school course are delayed long beyond the time limits established by the faculty, and by the time they are released the student has to pass up an attractive law-firm position offered to her contingent upon a high grade in the course.

In each of these situations law students seemingly have not gotten what they paid dearly for, and what they were led to expect from the law school catalog, written policies, and generally accepted customs and practices of law schools. In some cases the injury may even have resulted not from unforeseeable events or even negligence, but from the deliberate acts of professors sanctioned or at least overlooked by the law school administration.

What can law students do, especially if administrative remedies are nonexistent or ineffective? More specifically, can the students apply the philosophy and principles they have learned in the classroom -- presumably to make money by helping clients -- and use them to obtain a judicial resolution of their own grievances, and possible compensation

for the harms they apparently suffered?

Naturally there will be many situations in which it would be very difficult to determine if a wrongdoing really occurred, and where any such judicial inquiry would intrude upon professorial discretion and academic freedom.

Furthermore, where an effective remedy already exists within the law school and/or university, and where these delicate decisions can be made by others within the academic community more skilled to make them, courts would be understandably reluctant to permit such law suits -- with the resulting discovery, expense, etc.-- to proceed, much less to result in an adverse judgment.

But in extreme and arguably unusual situations, both the wrong and the harm to the student may appear clear, and might be established without curtailing the discretion law professors must exercise in teaching their courses, and without treading upon legitimate academic freedom. In such cases, is a law suit against the institution and/or the individual professor a viable option?

That is one of the issues students in my "Legal Activism" class have chosen to investigate, and a legal-action organization composed of three students will be trying to determine if such a suit can be brought. Any information, thoughts, or suggestions other students may have would be welcomed.

Please leave written messages for me in my mail box in the secretarial office on the fourth floor of Stockton, or write to me care of the law school. A phone number would be appreciated.

## SBA Accepting Applications For Student Positions

by Bill Koch

It was a first. And almost all of you missed it. The Student Bar Association (SBA) and the George Washington University Student Association (GWUSA) co-sponsored a presentation by former Attorney General Ramsey Clark on September 16. The discussion, organized by the GW Program Board, was to celebrate the 200th anniversary of the United States Constitution.

The Attorney General under President Johnson, Mr. Clark was the first campus-wide speaker to come to GW this year. His talk, entitled "The Constitution: A Celebration," was attended by approximately 125 students. He began his address by reviewing some of the history surrounding our governing document. Much of the historical perspective was well-known, but much of it came from rarely used sources, including the personal letters and writings of some of the Founding Fathers.

Mr. Clark proceeded on the premise that although the Constitution appears to have been forged during a time of great cooperation and mutual understanding, the circumstances surrounding the document's formation were quite volatile. In addition, the framers suspended many of the rights we hold dear today. It was from these confused and tense times, that the governing document of our young republic took form.

As Mr. Clark noted; Ben Franklin

stated to a bystander in Philadelphia that, we had "a republic, if we could keep it." The former Attorney General stated that this belief by Franklin, and the many comments made by the other delegates, shows that the proper interpretation of the Constitution is to allow it to be a "living, changing" document, adapting to changing situations. He believes those who would attempt to interpret the Constitution by determining the framer's original intent are missing the point. "There is no way the Founding Fathers could have anticipated . . . the Trident II submarine or nuclear weapons." Clark stated that as a nation we must, therefore, look to how the Constitution may be adapted.

Referring to the present confirmation hearings for Robert Bork, Clark spoke of his former classmate by stating, "you don't put someone on the Court who doesn't believe [in] the fundamental rights of the Constitution." He went on to say that he "has always opposed [the] idea of asking a nominee how he would vote in a particular matter [before the Court]. That seems fundamental."

Before ending his hour long talk, Mr. Clark ventured into areas such as international relations, terrorism, and assistance. He believes these areas may be directly related to the Constitution and its under-lying principles. And the Constitution must, therefore, not be restricted to a narrow construction.

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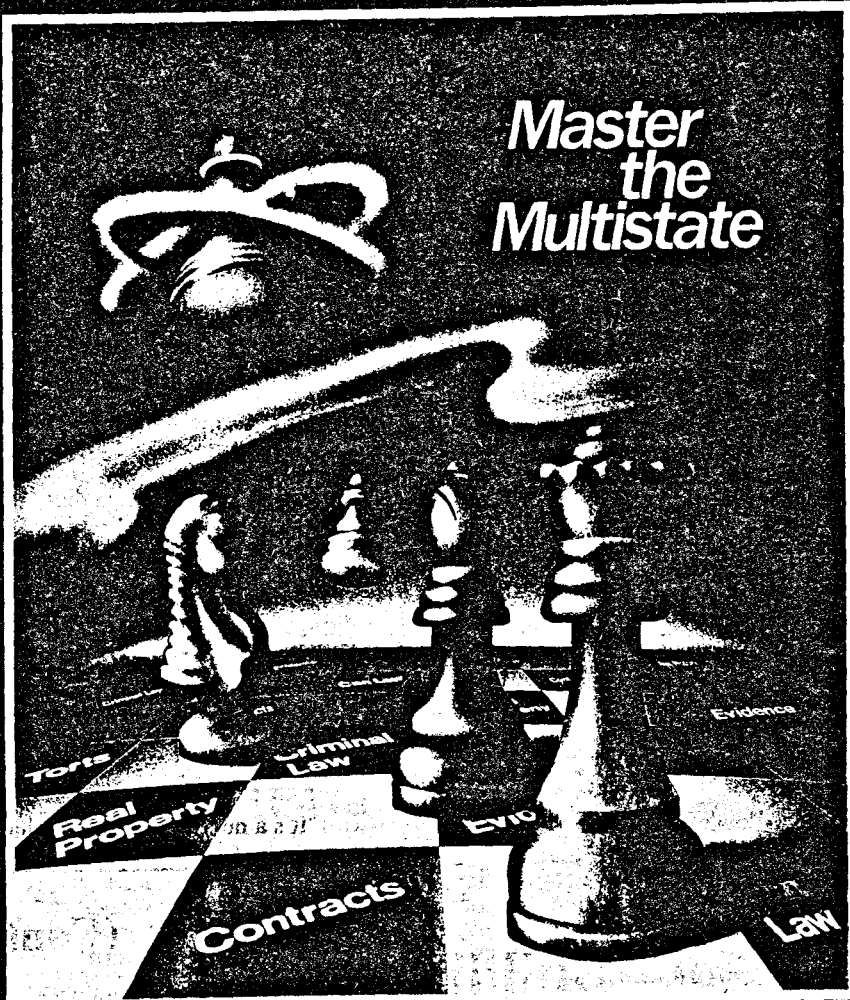
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# What Do You Think?

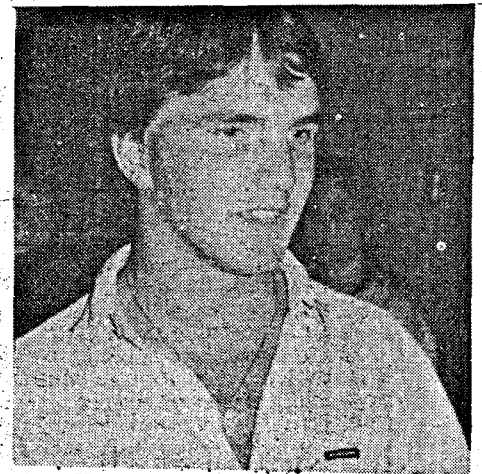
What are your impressions of your first year of law school so far?



**Kathy Hardy**  
"Although it's difficult to tell after only a week of class, so far people are nice and, yes, it's a lot of work."



**Cindy Foulk**  
"I like it, I really do. It's a lot of work, but if you go in with the attitude that you have to do work, it really isn't that hard."



**Curt Hansen**  
"As far as work goes, it's about what I expected. I expected a pretty good size work load, which is what we've got."



**Brad Pomerance**  
"Hell."



**Bari Cooper**  
"It's work. It's a constant flow of work."



**Amy Kornbluth**  
"It's a hell of a lot better than working."

## Problem Drinking in Law School Building

by CeCe Ibson

Things are getting a little out of hand around here, and Party Girl is not at all pleased. The trouble began at the annual SBA sponsored Orientation Cocktail Party. According to SBA Vice President Cynthia Haney, students became unruly several hours into the party, threatening SBA people who refused to serve them, either because they were obviously intoxicated or because the bar was out of a particular beverage. Dennis Quinn, SBA President, reported that one student also made threatening remarks to him and demanded to be served after the liquor and beer stores had been depleted.

The next week, at the Student Activities Happy Hour, more serious problems arose. According to Dean of Students Marlana Valdez, two students walked into the Records Office and began looking through grade files. Director of Student Services Carol Colgan reported to Valdez that one student went behind the counter and began looking through grade reports he found on a desk. Another student wandered down the hall to a bookcase on which grade reports were stored, and began looking through them. Both students were stopped immediately and escorted out of the office. No disciplinary action was taken.

Students and administration are expressing concern over these alcohol-related incidents. Dean Valdez said she "understands the pressures law students are under" and thinks such parties can be a good way to alleviate some of the tensions. However, she also expressed disappointment in the behavior of those few students who have too much to drink and become

abusive or destructive. Every student organization which intends to sponsor an event in the building must first clear the event with Valdez. She reminds the sponsors that they are responsible for the conduct of students and for ensuring that D.C. alcohol laws are obeyed. If unruly students refuse to either behave or leave the event they can be apprehended by campus security. If this happens, says Valdez, disciplinary action can be taken by the university. Students may be required to attend alcohol counseling sessions or may be charged with violation of university rules and regulations.

At the past two SBA meetings, representatives discussed the problem. According to Second Year Representative Rob Hirsh, several proposals for combatting alcohol abuse at law school functions were discussed. Suggestions included serving beer but no liquor at large parties, issuing tickets good for a certain number of drinks, charging for drinks or, in the extreme, eliminating alcoholic beverages from school-sponsored events. Neither Valdez nor the SBA think alcohol abuse is a "major problem" here but Valdez wants students to "get the message" that if alcohol-related problems continue to occur, steps, such as the suggestions made by the SBA, will have to be taken.

The law school has no set alcohol policy for its events but, according to Richard Weitzman, NLC grad and Assistant to the Director of Students for Judicial Affairs, a university task force drafted a policy last year which has been submitted to the Joint Committee of Faculty and Students for

its approval. Once approved by the committee, the policy must be approved by the university's legal counsel and will then become effective as regulating all students and student organizations. Basically, said Weitzman, the policy outline D.C. laws and provides that: student organizations may serve alcohol if it can be determined that a majority of those attending the event are of legal drinking age, all in attendance must be carded, all entrances to the event must be monitored and an equal proportion of food and non-alcoholic beverages must be served. The policy also provides guidelines for advertising the event as well as alcohol purchasing guidelines. According to Weitzman, university administration felt that "the time had come" for such a policy in light of the District raising the legal drinking age and the fact that alcohol "seems to be the drug of choice these days". Once passed, the policy will apply to the law school. Violation of the policy will be considered a violation of university rules and regulations and will carry the same penalties.

The behavior of some individuals while "under the influence" has prompted law school officials and students to re-evaluate the role of alcohol in our little community and Party Girl thinks that is a real shame. It seems to her that young adults should know their limits and be able to control their behavior while approaching them. The actions of a few may ruin the fun for everyone: Let's start drinking responsibly before that happens.

## CR/NC (Cont'd)

From Page 3

raised by faculty members. By implementing the reforms enumerated in the resolution, the faculty could create a system that allows the flexibility of the current system and dispels much of the criticism that it has received. Such a system would well serve GW as we rise among the ranks of the nation's law schools.

## Nolan (Cont'd)

From Page 4

detract not a whit from the learning process. Students are unanimous in their praise for his teaching and classroom demeanor, and have found him to be a gregarious and very approachable man out of class. The NLC's already excellent reputation can only be improved by such capable instructors.

## Welcome to Washington

by Sally Weinbrom

My first realization that I was finally in Washington came to me at the pre-orientation party last fall. I stood on the back patio, looking at Lisner Hall and the Marvin Center in the distance. To a small town girl, it all had a uniquely metropolitan glow which thrilled me. I had finally made it beyond the borders of Pennsylvania to the seat of legislative power: Washington, D.C. A year later, I am considerably more jaded, but no less (well perhaps just a little less) glad to be here. The

Go To Page 10, Col. 4



## Equal Justice at GW

by Lou Manuta

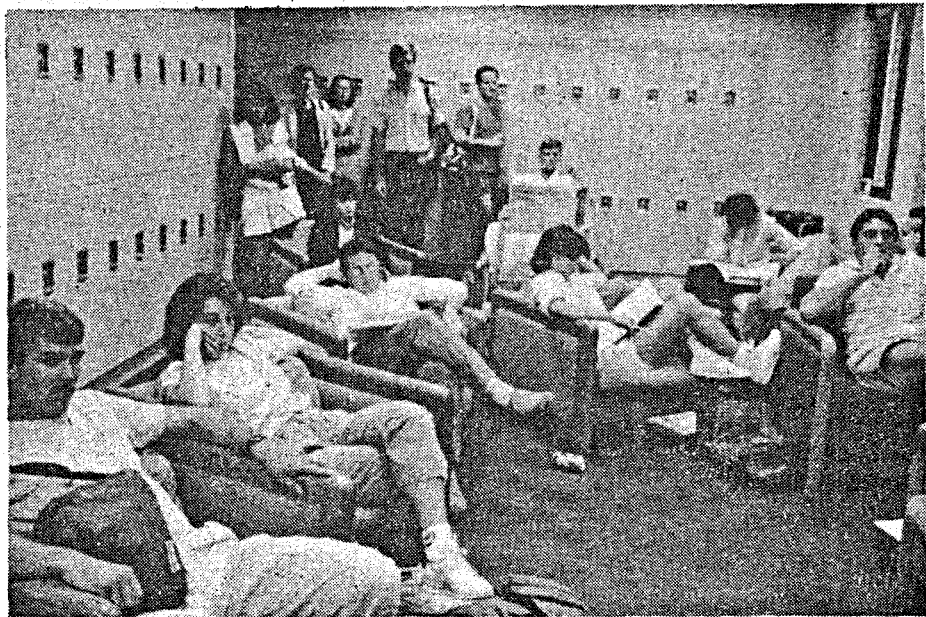
With all the EJP committees busily planning for the upcoming year, we have an opportunity to spotlight the first Brown Bag Lunch this past Thursday. Mr. Charles Dorsey, of the Baltimore Legal Aid Society, came to discuss his role and what future jobs exist in his field.

EJP's own Betsy Huttar attended the event for this article. Dorsey described himself as a Republican, but was critical of both the Reagan administration and the nomination of Robert Bork to the Supreme Court. In fact, he feels the goal of Legal Aid is just a "group of crazy people trying to make the Constitution real." Crazy might be an accurate adjective. At his office, lawyers start at \$19,000 a year and work extremely long hours helping average folks who have problems with Veterans benefits, immigration, consumer goods, and landlord/tenant difficulties. Many of these clients can't afford to pay. Here, satisfaction isn't measured in

dollars or condos, but in personal pride. Nobody clocks billable hours, so proof of work is in the success with individuals. Saving someone's life first hand.

Still, Dorsey feels that many of his clients have the ability to help themselves by taking charge of their lives and being free. They just need the opportunity to prove this, something life has made exceedingly difficult for a portion of the populous. Without "this power," Dorsey concluded, "you aren't free."

The Baltimore Legal Aid Society also branches out into other areas to help the needy, such as prisoner civil rights (protecting inmate rights to practice the religion of their choice), and aiding migrant workers. In the domestic sphere, they also represent abused and neglected children, as well as abandoned wives seeking divorce. All for starters of \$19,000 and an eye on justice. It still seems like a good deal. Stay tuned for future EJP events sending similar messages.



Students concerned about future Supreme Court precedent watched the Bork hearings last week.

## Language of Love

by Carolyn Kuenne

Having been a french major in college, lived in France for a year, and visited many European countries, I have come to consider myself as someone who is comfortable both with communicating in and comprehending foreign languages. However, after two weeks of law school, I now realize this vision has been pure illusion.

The National Law Center building would certainly not be considered a foreign country, yet a foreign language is spoken here. The indoctrination to this new language begins at registration when one receives a schedule of first semester classes. Everything looks fairly straight forward until you see the word "Torts." What is "Torts?" I had always thought of "Torts" in terms of either chocolate or almond, but that clearly was not the meaning of the word now. I had actually been warned about this word over the summer when one of my relatives told me how embarrassed she was her first day of law school when she realized she had a course (Torts), the name of which she didn't even understand. I laughed politely while rapidly trying to think of the appropriate person to whom I could ask the embarrassing question "What is Torts?" I found someone and received a very satisfying answer- "A tort is when someone does something wrong to you." Great! I was ready

for law school!

After registration day, you begin to hear a variety of words that either you don't understand at all, or words like "Torts" that you thought you knew, but now these words have taken on new meanings. For instance, "quiet" no longer means the opposite of loud. Now you speak of quiet in terms of "quieting title." If one is too embarrassed to ask what such a word means, one can easily consult one of the many dictionaries to this foreign language. "Quiet Title" is deemed as clearing a cloud from a title. What a help!

"Trespass" is another one of these words. I had always thought "trespass" was what you weren't supposed to do on the lawns of parks. Now you have a choice of uses for "trespass": "trespass vi et armis", "trespass de bonis asportatis", and trespass quara clausum fregit." Then there are those words that every professor pronounces differently like "Certiorari."

At orientation, we were told we were going to learn to think, walk, talk, and even dress like lawyers. Maybe that means at the end of three years, we will find ourselves rolling sentences, like the following, off our tongues, "accused by the premonitory of trespass quare clausum fregit, the defendant pleaded non mult, sua sponte."

Then again, maybe not.

## PGFH Looks At Real Culture

by CeCe Ibson

Sick of the same old bars, the same old T.V. reruns, the same old T.V. dinners? Then it's time to expand your cultural horizons. Cut out this column and put it in your wallet (right next to those safe-sex condoms). It might come in handy (although let's hope you get more use out of the condoms than you do my column).

How about a rainy day visit to one of the capital city's many fine MUSEUMS? Try: *The Art Barn*, 2401 Tilden St., N.W.; *Art Science and Technology Institute*, 2018 R St., N.W. (my personal favorite, one of the best collections of holograms in the city, second only to those displayed at Poseur's); *Arts in the Academy*, 2101 Constitution Ave., N.W. (a great exhibit of the solar system and assorted heavenly bodies); *Bethune Museum*, 1318 Vermont Ave., N.W.; *Corcoran Gallery of Art*, 17th and New

York Ave., N.W.; *Daughters of the American Revolution*, 1776 D St., N.W. (what a cute address); *Fisher*, 1511 Connecticut Ave., N.W.; *Foundry*, 9 Hillyer Ct., N.W.; *Gallerie Triangle*, 3701 14th St., N.W.; *Harmattan*, 216 7th St., S.E. (African art); *Hirshorn Museum and Sculpture Garden*, 7th and Independence Ave., S.W. (outstanding collection of modern art; look for my favorite—a three dimensional depiction of a New York loft by Red Grooms); *International Monetary Fund*, 700 19th St., N.W.; *Martin Luther King Library*, 201 G St., N.W.; *National Academy of Sciences*, 2100 C St., N.W.; *National Archives*, 8th and Pennsylvania Ave., N.W.; *National Gallery of Art*, 4th and Constitution Ave., N.W.; *National Museum of Women in the Arts*, 13th and New York Ave., N.W.; *Octagon*, 1799 New York Ave., N.W.; *Phillips Collection*, 1600 21st St., N.W.

NEXT WEEK: *Expanding Your Cultural Horizons* goes to the THEATRE.

## GWUSA News

by Bill Koch

First-years will soon be electing their representatives to the Student Bar Association. One representative will be elected from each section. Any student interested in becoming a section representative should stop by the SBA office in Room B303C.

\*\*\*\*\*

The annual VIVA conference was held over the weekend. VIVA--Vital Issues/Varied Approaches--is a program run by the Student Activities Office which brings together many different segments of the university community. Campus leaders, both student and administrative, attended the two-day conference held at a campground away from the campus. Elizabeth MacGregor and Ari Brose attended the program in their capacities as GWUSA Senators.

\*\*\*\*\*

Do you have an idea on how to better the law school? Got some gripes about University policy? Talk with your SBA reps and your GWUSA reps. They can do a lot of good. But they need your input.

\*\*\*\*\*

The George Washington University Student Association presented its first of a continuing series of "Town Meetings" on Wednesday, September 16,

1987. Featuring a new administrator each time, the monthly Town Meetings will attempt to bring students face-to-face with the individuals shaping and implementing University policy. The Town Meeting was held in the Rathskeller on the fourth floor of the Marvin Center, and featured Vice President for Academic Affairs Bill Smith.

\*\*\*\*\*

Any graduate student interested in working with the College Democrats as a graduate school liaison is encouraged to contact the CDs at 994-4888.

\*\*\*\*\*

The next GWUSA Senate meeting will be held in Thurston Hall, on the corner of 19th and I Streets, on September 22 at 9:00pm. The meeting is open to all university members, and everyone is invited to attend. If there is anything special you would like discussed at the meeting, please contact your GWUSA representatives prior to the meeting. GWUSA reps for the law school include: Ari Brose, Dave Itkin, Bill Koch, and Elizabeth MacGregor.

\*\*\*\*\*

Did you sell books through the SBA Book Sale? Pick up your \$\$\$.

## SBA Search

The SBA is preparing to interview candidates for the 3 student representative positions on the Faculty Tenure and Promotion Committee. This committee has the responsibility for assembling the record of all tenure or promotion candidates and presenting the report to the faculty on each such candidate. Information included in this report included the tenure and promotion

candidates' teaching effectiveness, professional writings and law school, university or other professional activities. If you are interested in being considered for one of these three positions, please come by the SBA office (Burns 303C) and fill out an application. Interviews are tentatively scheduled for the end of the week.

# The Art of Being 3L Cool

by Scott Samuel Ives

I don't know why it surprised me. In a year when two of my political compatriots -- Gary and Joe -- revealed that they are not all that they seem, I really should have expected it. But still, I was surprised.

You see, I was naive enough to believe that the third year was well, that it was *the* third year of law school. You know, something like heaven (which I always pictured as being either a life full of lazy Sunday afternoons or being the only man in all of Scandinavia). I just figured that it made sense. I mean, everyone knows that first year is hell, second year bears at least a passing resemblance to purgatory, so I figured that third year was really the big shebang.

Besides, that was what I had been led to believe. From my very first day of law school -- the day I almost wet my pants when I was singled out of 150 people to be the first target -- they let me know it. They let me know that they were utterly cool, worldly, erudite third years, while I was a mere layman. They pored over the finer points of remedies and corporate tax while I was still learning what a holding was. They came to school in pinstripes and power ties and researched real cases for real law firms while I was studying widgets and blackacre in old jeans. They never came right out and told me that they

were oh so much cooler than me, they didn't have to. Instead, they gave me these looks when I admitted that I had actually read *Gideon's Trumpet* over the summer, and laughed out loud when they saw that I had really bought the forty dollar book for legal research.

And through it all they made law school look so damn easy. As I sweated over each assignment and groaned under the fifty pounds of books I lugged around, these guys appeared to simply float down the hallways. I would conscientiously



carry around the fifteen suggested readings, hornbooks, commercial outlines and dictionaries (and increasing the odds that I would be the end of my genetic line in the process) while these guys would

seemingly glide by. At tops, they would be carrying a notebook and possibly one textbook. They didn't look like they were headed towards a law class, they looked like they were headed towards Mrs. Broadbent's eighth grade geography class.

And, of course, there was the matter of studying. As a first year I took my syllabi to heart and prepared like a madman. I briefed all of the cases just like they taught me in legal writing, and even read the footnotes in my assignments. By contrast, the third years let me know that if they were really inspired, they would do something called "book briefing." I wasn't sure what book briefing was, but it sure sounded like sneaking into a bar at 17 with your cousin's i.d. The third years let me know that most of the time they didn't even book brief, or for that matter, read the assigned cases. They said that when they were called on they just answered "I'm not prepared." Just like that. No, "I'm sorry Professor but my roommate was run over by a eighteen wheeler last night and I spent the whole evening at his bedside at the hospital." They just say, "I'm not prepared." I was in awe at their nerve. I would as soon ask one of my professors why he or she left their law firm to teach after exactly seven years of being an associate than I would admit that I was unprepared for class. But then they were cool third years and could get away with it. I could not.

So, after hearing all of this throughout my first year, and then second year of law school, I looked forward to my third year -- *the third year* -- with breathless anticipation. Well, here I am. And the problem? Well the problem, to put it simply, is that they all lied. I'm working as hard as ever. I'm putting in a lot of time with my job, am running around for this silly interviewing process, and am even taking down notes on assignments. Would you believe that contrary to what I had been led to believe, some professors actually call on third years and take off points if they are not prepared? The nerve of them! Don't they know that we are now on the pinnacle of coolness and are above all of that? Obviously not.

So there you have it. The cruel myth exposed like a host of rolly-pollied hidden under a rock in the garden. First years: you are working too hard this year and you will also be working too hard in your third year. Sure, the school work will slow down a little and there will be a couple of weekend trips, but there will also be the interviewing scene and part-time jobs. But this article doesn't quite change everything. When I see you in the halls, I'll still tell you which classes to skip. And when I see you running around the library on some Easter egg hunt with a legal research list in your hand, I'll still laugh.

After all, I still have to maintain the front.

# How to Eat Your Way Through Law School

by Scott Miller and Sally Weinbrom

Find yourself spending far too many hours at China Cafe, Wendys, or for you gourmands Le Cafe (known formerly as Le Bon Pain)? Find your wallet lighter while your head gets heavier with knowledge? Rather spend money on beer than food? Have we got a nutritional scheme for you!

As old hands at law school "rat living," we feel particularly qualified to inform upcoming first year rats and potential second and third year rats (adjusting their life style to interview mode) in a step by step plan to eat well and prosper emancipating your stomach from the clutches of fastfood mania by following only a few simple directions. The following steps are just the beginning to law school lifestyles of the poor and overlooked.

First: Purchase, although borrowing permanently is the obvious preference, an expandable, inflatable, waterproof, lightweight carry-all which will fit in your locker. First years, take note. Since you do share, be considerate (odor eaters suggested *supra*).

Second: If first option is unavailable, shopping bag will do (this suggestion comes from Mr. Miller. To all who know him, that is not surprising.)

Third: Purchase margarine in soft form so that the used margarine container is available for bringing your goodies to school. Margarine containers are perfect size for one person. Note: half-life of said containers are reduced by the microwave. Remember that melted plastic can at times be toxic. Be considerate.

Fourth: Now you are ready to begin preparing your masterpiece: a boxed lunch or dinner. This should be done at home, preferably alone and generally in the wee hours of the

morning so as not to incite eviction intentions on the part of your roommates. Personal recipe favorites include:

*Mutant Spaghetti by Scott* (otherwise known as MS by SM. Any resemblance to sadomasochism is strenuously denied by the chef.)

The key word in this recipe is mass. The general purpose behind this dish is to eat from the same pot as many days as possible (cutlery and crockery conservation). As you prepare MS, allow yourself about 1/2 hours total concoction time (TCT).

1) Proper apparel: protective glasses, a hardhat and snowgloves.

2) Boil two fistfuls of spaghetti in a lobster-pot sized pot while at the same time heating your oven to 375.

3) Prepare, according to package instructions three 6" by 8" chicken pot-pies, available at any Giant or Safeway along with three baked potatoes (what ever is on sale. The potatoes do not have package instructions. Good luck, you're bright. You will be GW Lawyers someday).

4) Contemporaneously ("at the same time" for all those who eat this and may not make it to GW lawyerdom) find a large sauce pan. Empty one jar of brand name spaghetti sauce and one can of rinsed kidney beans into the sauce pan. Slither one large 16 oz. can of spinach into the mixture.

5) Cook on low, or simmer until bubbles appear at top. Surprisingly, you really have to cook it to get this effect.

6) Shut off and stir every so often, to prevent contamination.

7) Add your favorite herbs and spices into the sauce while mixing. I use garlic powder, italian seasoning, season-all by McCormick (they just funded this column--don't even think about Beatrice products) and assorted salad herbs. All else added is at your own risk. Add one can of tomato paste at your discretion to make the

sauce thicker. Nose plugs are optional at this point.

8) By this time, the spaghetti should be done. Drain and let sit.

9) Take the chicken pot-pies out of the oven and while averting your eyes, proceed to dump them into the concoction. Kids, don't try this at home without adequate adult supervision.

10) Once again, simmer repeating the same process as before.

11) Remember the potatoes? Take potatoes out of the oven, slice and artfully arrange in the sauce as a final flourish.

12) Now for the final nexus, making sure your pot is large enough to hold spaghetti and the sauce, pour the sauce into the spaghetti. Mix and you are ready.

Serving instructions: Eat your desired portion that night whetting your appetite for days to come. Cover the rest with heavy duty, extra strength, all-purpose, flame retardant plastic wrap and place in fridge. You now have dinner or lunch or breakfast too (if you dare) for what end up seeming like an endless number of days to come. Mr. Miller's personal best has been five days.

Transport instructions: Always place mixture for transport to the NLC in an adequate container with a little bit of moisture mixed in. Fear not! Unexpected growth has not yet been observed during this practice. Micro-wave Instructions: Start off at 3 minutes and move up carefully to achieve desired texture.

For desert, a tooth brush.

Bon Appetite.

Future culinary delights will be printed as demand rolls in.

## Bon Appetite!

# PGFH: The Madness Continues

by CeCe Ibson

O.K., so I admit it. Party Girl has been a little sedate lately and for that I apologize. I'd say it's because I've been throwing myself into my school work, but then no one would believe me, so why bother.

Ann Cox, Marianne Kastriner and Allyson Senie threw one heck of a party last weekend and I'm not just saying that because Ann threatened to beat me up if they didn't get a good review. The weather sucked, but then what's new in Washington these days. They have the cutest little house, though I have a few questions about what goes on up on the third floor. One room contains nothing but a hot tub (surrounded by mirrored walls) and a shower with two shower heads. I can't wait until they have a party up there. Food was served (always a plus in my book o' fun) and they had plenty of cold canned beer on hand to appease people while the keg settled. For me, the evening ended at KramerBooks with my friend little-Curtskie-head doing some late night nutritional intake. (I think I passed out in my linguini).

Happy birthday to Ann Cox and Craig Enck, two hard-hitting third years. I couldn't make the party, but rumor has it those two, especially Mr. Enck, were a little out of control. They must have all had a good time, because our row was empty in Professional Responsibility the next morning. Now is that really professionally responsible?

As an end note, Party Girl can't review parties she doesn't know about so drop off those personalized invites in the Advocate office. Otherwise, you'll get a meaningless little column like this one which disappoints me and disappoints my readers. Saturday nights are especially loser. I'm staying home tonight to watch *Miss America*. I went to high school with *Miss Iowa*.



# ANNOUNCEMENTS

## PAD News

P.A.D.'s annual lecture on "How to Survive First Year of Law School". Tuesday, September 22 at 4:15 in L301.

## JLSA Debate

J.L.S.A. Event: a forum on "The Effect of the Bork Nomination on American Jewry". Pro Side: the National Jewish Coalition; Con Side: American Jewish Congress. September 30 at 8:00 p.m. in L402.

## GWU Counseling

Each semester the staff of the Counseling Center put together a series of programs and workshops for the Personal Development Series and several Ongoing Groups. The catalogs describing all of these programs are now available at the Center, 718 21st Street, N.W. Building N.

The Fall Groups catalog describes seven Personal Development Series programs: For Singles Only, Physical Abuse in Relationships, Public Speaking Anxiety, Study Skills Seminars, The Procrastination Prevention Program, GW Women Facing Academic and Social Transitions, and Children of Divorce. There will be four Ongoing Groups: Discovering Yourself, Adult Children of Parents who Drink, Concerned About Your Drug or Alcohol Use? and Fed up with Binging for students concerned about bulimic behavior.

PDS groups are more structured than the Ongoing Groups and are time limited meeting for one to six sessions. The Ongoing groups will meet throughout the semester, focusing on more general topics.

Based on their work with students, Center staff are offering groups that they think are pertinent to students and the concerns that make it difficult for them to take full advantage of their educational experience. This fall's groups teach skills for coping with school, ways to reduce stress, and strategies to help them be successful. To encourage maximum participation they are offered free to all GW students.

Sign-ups for all of these groups are conducted at the Center. While a priority is given to full and part-time students, staff, faculty, and alumni can register on a space available basis. Since space in some groups is limited, it is recommended that students register early. To do so, contact the Counseling Center, 718 21st St (next to Lisner Auditorium), 994-6550 between 9:00 a.m. and 5:00 p.m.

The Center's Coordinator of Outreach, T. Thorne Wiggers, can provide additional information about specific groups and other Counseling Center Programs. He can be reached at 994-6550.

## NAPIL News

Law students from across the country are preparing for their second annual national public interest law conference in Washington, D.C. The conference will be held October 9-11 at Georgetown University Law Center.

The students are gathering to discuss efforts on their campuses to promote and fund public service work, and to meet with leaders from the public interest community. According to the National Association for Public Interest Law (NAPIL), the national office of the student public interest groups, attendees will participate in discussions on: the vitality of pro Bono Publico, public interest employment opportunities, the nomination of Judge Robert Bork to the Supreme Court, loan forgiveness, Gay and Lesbian Civil Rights, and student-

run public interest grant programs.

The executive directors of the Alliance for Justice, the Democracy Project, Trial Lawyers for Public Justice, Washington Legal Foundation, U.S. Public Interest Research Group and the Women's Legal Defense Fund will join representatives from Hogan &

Hartson, Dunlop Law Offices, CUNY Law School, and the Senate Judiciary Committee in addressing the students.

According to Michael Caudell-Feagan, Executive Director of NAPIL, "Students are concerned about the inadequate provision of legal services to many members of our society. The conference provides a forum for them to come together and design their own solutions to this problem."

At last year's conference, students set a three-prong agenda including: expanded student funded grant programs for work in the public interest, improved placement resources, and heightened advocacy for loan forgiveness programs. According to Nancy Krop, NAPIL's President and a student at U.C. Davis, "Our success in addressing these goals only

underscores our conviction to redouble our efforts."

Since last conference, students at thirty-five law schools raised over \$550,000 from their fellow students and recent graduates through one percent tithes. The funding was used to provide over 300 summer grants and full-year fellowships in the public interest. Students at UCLA alone pledged over \$30,000 in their first on-campus fundraising drive.

Working with NAPIL, students also developed new resources to assist individuals interested in public service careers. Liz Manning from Boston University Law School conducted a comprehensive survey of financial aid programs designed to alleviate the debt burdens of graduates accepting low-paying public interest positions. They also developed a manual for students advocating for these programs. The resulting Loan Forgiveness Action Manual is available from NAPIL for \$5.00.

A guide to full-year public interest fellowships for law school graduates was written by Marie Westemeier, a student at Georgetown University Law Center. The NAPIL Fellowships Guide is available for \$10.00.

Individuals interested in these

publications or in the conference should contact NAPIL at 215 Pennsylvania Avenue, S.E., Washington, D.C. 20003 or at (202) 546-4918.

## Welcome (Cont'd)

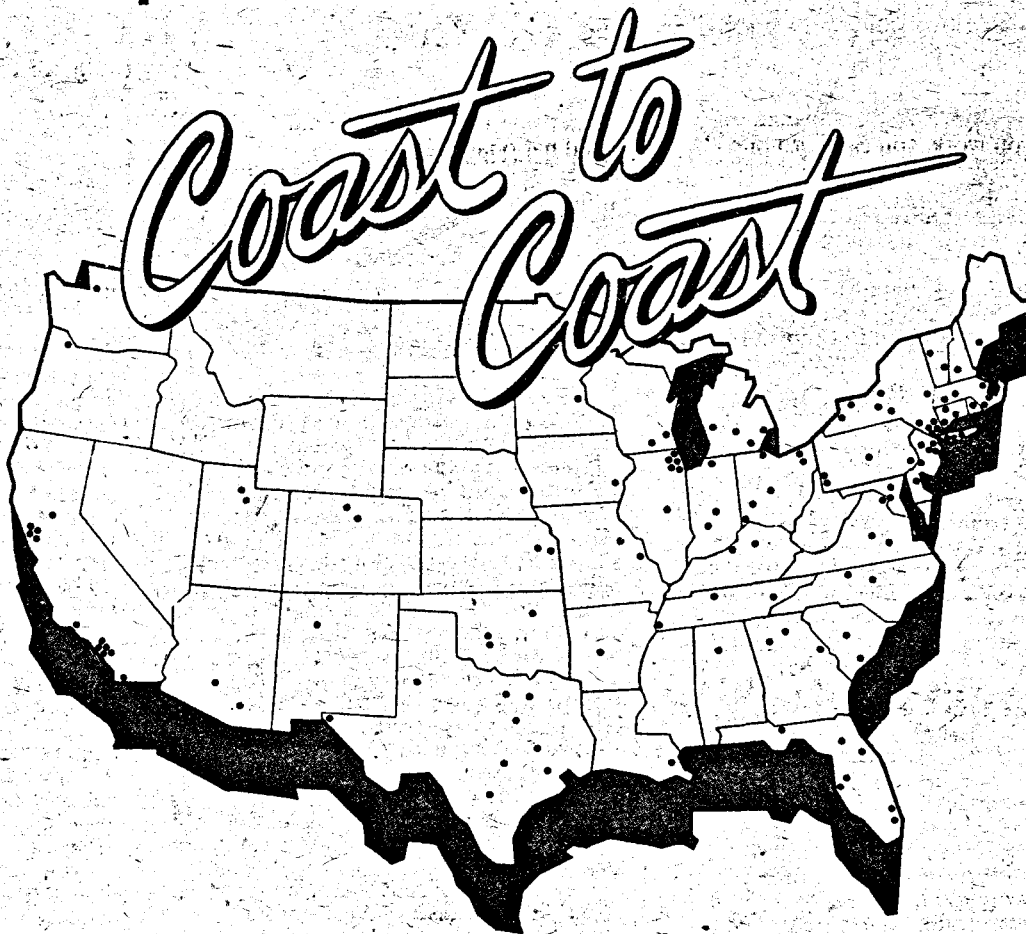
From Page 7

Marvin Center at dusk no longer thrills me, nor does the Washington Monument at sunrise, Georgetown in the snow, or the Capitol Building at any time of day or in any season. The reason is that those buildings, though famous, are not really what Washington is about. Washington has a hidden character, one which I have grown to appreciate. After extensive research, comprised of observation from the boiler seat of my car this summer and religious reading of the *Washington Post*, I have observed the following about Washington and Washingtonians.

1. No other town in the country has as many different license plates. Try going to the Mall any summer evening and play the license plate game. For those of you who were never children (seemingly many people around here) or never took long car trips with your parents, game strategy requires visual citing of license plates from all 50

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# Moot Court Report

by Mark Boyland

Although the Moot Court Board at the National Law Center is only four years old, the concept of Moot Court was born in the early 1400's. In England, the legal profession was organized, like every occupation, as a guild. Apprentices of law lived, ate, and studied together (can you imagine) at "Inns of Court" for a period of seven years!

Students learned the law, not by sleeping through 9:00 a.m. lectures, but by watching experienced lawyers argue moot cases. This event was the high point of the academic day, generally taking place after supper. The entire proceeding, called a "Mooting", was highly ritualistic and fraternal.

So how did this serious ceremonial, educational experience evolve into the modern, frenetic, first year competition? The answer to this is unclear; but it is certain that the competitions of yesteryear were similar to those of today in a most important respect: at the end of each Mooting, it was traditional, and expected, that the "Mootmen" present the Benchers with a Cup of Beer, and that all drink.

**Van Vleck--The Competition** is officially underway! Moot Court Bar members of both years are asked to participate as timekeepers; and third years are requested to coach the Van Vleck teams. See either Geoff Gordon-Creed or Dave Osterman if you can help.

## Real Court:

To all interested in improving their research and writing skills and litigation abilities--Several judges at the United States Claims Court are looking for interns for the Fall and Spring semesters. For every five hours per week you work, you can earn one academic credit. It is an excellent educational experience and terrific resume builder. On top of that, the competition for those positions is relatively slight. For more information you should consult the posters in the lounge area or in the CDO; or contact the Clerk of the Chief Judge of the Claims Court.

## To all First Years:

Look for Blanche Greenfield to be making a visit to your sections soon. Blanche will introduce the first year moot court competition which will take place next semester. This competition determines who will be invited to

become a member of the Moot Court Board.

## Moot Minutes

On August 27, 1987 the Executive Committee of the Moot Court met for the first time this school year. At the meeting, the Committee instituted a new financial policy which provides for a financial report to be distributed to all members at monthly meetings. The next topic discussed was the Constitution and its provisions regarding the educational requirement. The following policy was adopted:

1. The authority to amend the By-laws is affirmed to rest with the Committee;
2. The education requirement will remain;
3. A subcommittee will consider exactly what projects will fulfill the requirement for Board members;
4. The Secretary will be responsible for tracking members' standing in this regard informing the Committee of any delinquent members, and reminding members who are close to losing their membership.

It was stressed that the Moot Court Board is an academic, honors organization, and should therefore maintain and reinforce its educational requirements.

All members should be aware that attendance at all meetings is mandatory, and that third year students are still expected to actively contribute to the Board.

## Other important news...

\*\*\*The National Law Center has an excellent opportunity to host the 1988 American Trial Lawyers Association Competition in which the Center's team placed nationally last year.

\*\*\*Reminder: The deadline for choosing interscholastic competitions is October 15. Board members interested in competing at other schools must submit estimate of expense forms to Lee Kristeller by this date. Some of the available competitions are: F. Lee Bailey (UCLA Criminal Law) Cardozo (Cardozo) Craven (Constitutional Law) Polsky (Temple-Criminal Law) Allegheny (Allegheny) Negotiations Frederick Douglas Wagner (New York Law-Labor) National Appellate Advocacy ATLA Giles Rich (Intellectual Property)

# Giuliani Leads Off Enrichment Series

by Hugh Kaplan

Rudolph Giuliani is the United States Attorney for the Southern District of New York, the largest and most prestigious U.S. attorney's office. Together with the one hundred thirty-three assistant U.S. attorneys in his office, Rudy Giuliani has gone after many of the "big fish" in the



Rudolph W. Giuliani

Mafia. Two years ago, he prosecuted, in a single trial, the heads of the Genovese, Gambino, Lucchese, Columbo, and Bonanno crime organizations.

In another innovative crime busting effort, Giuliani used federal resources to conduct a police "sweep" of the small-time drug dealing going on in New York's lower east side. This was an exceptional move because most federal prosecutors concentrate

their drug enforcement efforts on international cases.

In 1983 when he accepted the position as head of the Southern District of New York office, Rudy Giuliani was the Associate Attorney General of the United States -- the third highest position in the Department of Justice. By accepting the job in New York, he was technically taking a step backwards.

While some attribute the move to political ambition, it must have been something like a Homecoming for Giuliani. After graduating in 1968 from NYU School of Law where he served as editor of the *Law Review*, he clerked for two years for a Judge in the Southern District. Giuliani then went on to serve as an Assistant U.S. Attorney in that district and held positions as the Chief of the Corruption Unit, Chief of the Narcotics Unit, and Executive Assistant United States Attorney. From 1977 until he got the appointment to the D.O.J., he was in private practice in New York City.

Mr. Giuliani will be giving this year's Manuel F. Cohen memorial lecture tomorrow night (Tuesday) at 5:00 p.m. in LL101. He will be speaking on "Current Happenings in the U.S. Attorney's Office." Members of the NLC community and friends and colleagues of Manuel F. Cohen are invited to a reception following the lecture.

## ENRICHMENT PROGRAM SPEAKERS FALL 1987

|                              |  |
|------------------------------|--|
| September 22, 1987<br>5:00pm | Rudolph W. Giuliani<br>U.S. Attorney,<br>Southern District of New York |
| October 8, 1987<br>4:15pm    | Richard A. Epstein<br>Professor of Law<br>University of Chicago        |
| October 22, 1987<br>4:15pm   | Randall Robinson<br>Director<br>TransAfrica                            |
| November 12, 1987<br>4:15pm  | Ruth Bader Ginsberg<br>Judge, U.S. Court of Appeals<br>D.C. Circuit    |
| [To Be Scheduled]            | Jeane J. Kirkpatrick<br>former Ambassador to the<br>United States      |

# Amnesty International Invites New Members

by David Epstein

At the risk of offending all others, Amnesty International may be the most important student group at the law school. Admittedly, not the most important for your quest to secure future employment, but in the broad spectrum of international affairs.

Perhaps many of you have felt the frustration at the hopelessness in contributing to change in the world situation. After all what could we do to improve conditions in places like Chile or South Korea? Most of us do not know the language, culture, or people well enough to make any input into the affairs of these states. However, there are many individuals within those countries whose talents are being wasted in dark cells and torture chambers overseen by government officials. This is the biggest crime today.

Via Amnesty International we Americans can contribute in making

substantial changes. In fact, as Americans who have the freedom to solicit government officials without fear of repercussions and to influence foreign policies within our country, we have a responsibility to make our voices heard. Many nations depend on the United States for their economic well-being. Don't underestimate your influence. As Americans, and especially law students, it is greater than you may know.

Amnesty International hopes to eradicate torture by the year 2000. Unrealistic? What would you have said to the civil rights workers in the 1940's living amidst sanctioned Jim Crow laws? Are you going to actively contribute to this monumental task or passively witness it?

Amnesty International has gained the respect of the international community as evidenced by the Nobel Peace Prize it was awarded in 1980. We have done so by our willingness to evaluate the human rights records of all nations no

matter what their political ideology.

Obviously, I do not expect everybody to give their precious time to our organization. All I request is that you please take the two minutes or so to sign our petitions and letters when we offer you the opportunity to do so. I have noticed a reluctance on the part of some to do this simple act. Believe me, there will be no repercussions for signing letters. The "urgent action" letters we present are just a few of the tens of thousands being sent from all over the world. Anyway, it really is not very controversial to oppose torture. In fact, even countries like Iran and Libya, publicly anyway, denounce the use of torture.

I am certain that we all wish more people would have spoken out against Hitler's atrocities in the 1930's and 40's. Now it is time for our generation, especially the future leaders, to take the initiative to demand and end to torture worldwide.

## TOP TEN LIST

FROM THE HOME OFFICE IN CLEAR LAKE, IOWA'S FUN CAPITAL  
TOP 10 INTERVIEWING FAUX PAS

10. Greeting the interviewer with a kiss.
9. Chewing gum.
8. Removing your gum and tucking it neatly behind your ear.
7. Discussing frankly your *Law Review* note topic: "The Effects of South American Drug Export Laws."
6. Party Girl got an interview with the C.I.A.
5. When heading for the door, walking into the bedroom.
4. Saying your most rewarding resume experience has been "Member, Student Bar Association."
3. A brown suit.
2. Telling the interviewer that being on "Law Revue" is like being on *Law Review* only different.
1. Being honest.



## Tortfeasor's Victory

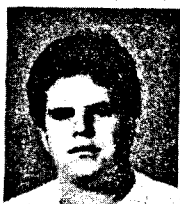
by Peter Most

In what can only be termed a stunning upset, Tortfeasors From Hell destroyed The Boys Are Back In Town Saturday afternoon on the Mall. The sparse yet enthusiastic crowd in attendance saw Tortfeasors, with only five players, run up a 35-6 score against the fully staffed Boys team.

While the Boys Are Back In Town came with a full roster, one observer wryly noted, "They really never showed up." The post-game statistics confirm the fan's observation.

The Boys Are Back in Town, the Phi Kappa Psi GW undergraduate fraternity team, failed to exhibit competence in any aspect of the game against the dominating team of NLC third years.

Playing most notably for the triumphant NLC team were John O'Sullivan and Jon Crane, both playing dual roles as quarterbacks and receivers. Crane caught three touchdown passes, and one interception; O'Sullivan passed with distinction, tossing three touchdown passes, and snaring two interceptions himself.



Daniel P. Mahoney

Dan "Hacksaw" Mahoney mauled the GW youngsters, racking up five sacks, a new Tortfeasor record. His defensive line kept the pressure on throughout the afternoon, forcing an incredible five interceptions, which proved costly to the outmatched

fraternity boys. Mahoney was assisted by Lloyd Coward, who himself caught an interception, as well as by a superb performance by the NLC's own Andy Levettown.

For the Tortfeasors From Hell, it was a day for the record books, a day to remember. The Boys Are Back in Town will not soon forget the game or the lesson they learned: that the game on the gridiron can be a vicious game, a game in which only the strong can survive.

## Judges

## Disappointed

by Peter Most

Saturday afternoon proved a disappointment to the NLC's own intramural football Judges, who were handed a defeat on the gridiron by ZBT, an undergraduate fraternity team.

The pre-season scrimmage ended as a 14-0 loss for The Judges, shocking team captain Jim Meltsner, quarterback Blake Goodman and the rest of the second year team, which includes Bill Snape, Rob Brusca, Todd Marcus, Scott Miller, Mike Weber, Paul Henry, Wayne Arden and J. J. Hearn.

"Despite awesome defensive plays and containment on the line, as well as superb secondary play and an intensely strong backfield, ZBT was able to defeat us with a lucky catch," explained Paul Henry. "You see, a ZBT player snared a real 'Hail Mary' pass on the goal line, despite shutdown coverage by J. J. Hearn and Wayne Arden, to go ahead for the win."

As the team noted as it left the field in defeat, the game was merely a pre-season scrimmage. As Paul Henry defiantly noted, "Just wait 'till the season begins!"

## Welcome (Cont'd)

From Page 10

states. Washington is neat because you can even find plates from Hawaii and Alaska.

2. No one is really from here. My first day in Washington, I tried to get directions on K street, Washington's main drag. I couldn't find anyone who spoke English.

3. Even if I had found someone who spoke English, he would have either misdirected me or not known how to give me directions to my requested destination. Even now, I anticipate getting lost. In the past I credited this to my lousy sense of direction (I once wound up in Italy instead of Spain because I got a little mixed up about left and right.) However, my recent tour-guiding around the city with friends (still mesmerized by the Washington monuments) has convinced me that I do have a sense of direction. It is Washington that is

screwed up. City planners in Maryland, Virginia and the District are incapable of using straight lines. This is particularly noticeable in Arlington, Virginia, where city officials plop buildings in the middle of streets. In Washington, drivers often find themselves on completely foreign streets heading in alien directions, or, worse, in a traffic circle. Don't worry, just look for the Washington monument. On a cloudy day, look for plane lights, they all head for National, which is just on the other side of the Washington Monument.

4. No one drives as slowly as Virginians, as quickly as Marylanders, or as erratically as D.C. cab drivers. If possible, while driving around town, avoid public transportation vehicles, tourist areas and cars with diplomatic plates. Also worry about hitting pedestrians. Washingtonians often don't look before crossing the street, though they get angry when

they are almost hit. Worry about law suits since Washington has the highest ratio of citizens to lawyers in the country (29:1).

5. Washington is peculiarly insular. If you want to find someone who cares about many of the things the *Washington Post* reports on you can't leave the Washington metropolitan area. Though it is true that people outside of East Podunk could care less about East Podunk news, Washington news is REALLY IMPORTANT--just ask the news-makers. As a corollary, Washington is the only town that kept the Contra hearings alive. In fact, commercials in Washington reflected "Contra fever." Record stores held John Poindexter sales (Never let the President know), while Pizza Hut of Washington conducted pizza hearings.

6. Even Washington grew bored with the hearings. In the end, information was trundled under the sleek committee table, while image damage control was assessed on both sides. Though Washingtonians are thus rather jaded about politicians and policy, they are thrilled to death with movie stars. Only in Washington do film actors testify before Congress as "experts" because they have made a movie on the topic. Ironically, many stars become famous because of their roles as the very politicians Washingtonians are so jaded about.

Despite being blasé on the part of Washingtonians and myself, there is always something waiting to happen in this town. With its conservative heart and widely divergent ethnic flesh, Washington is a charming Southern city. Though the buildings are impressive, the underlying character of the people, mucked here together, is what really brings this city to life. Welcome to Washington.

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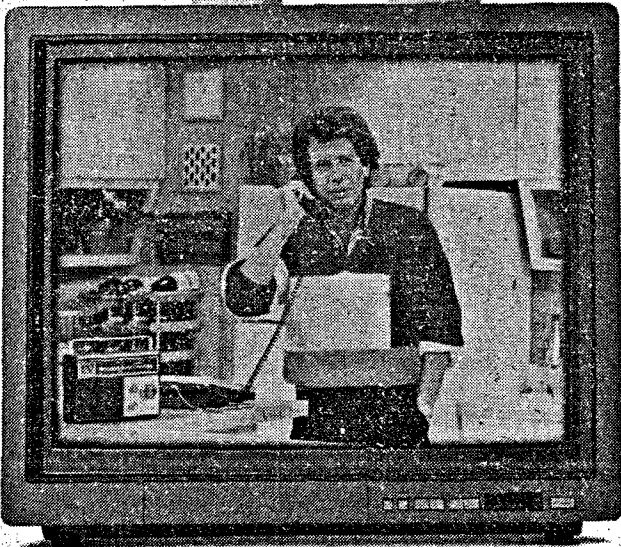


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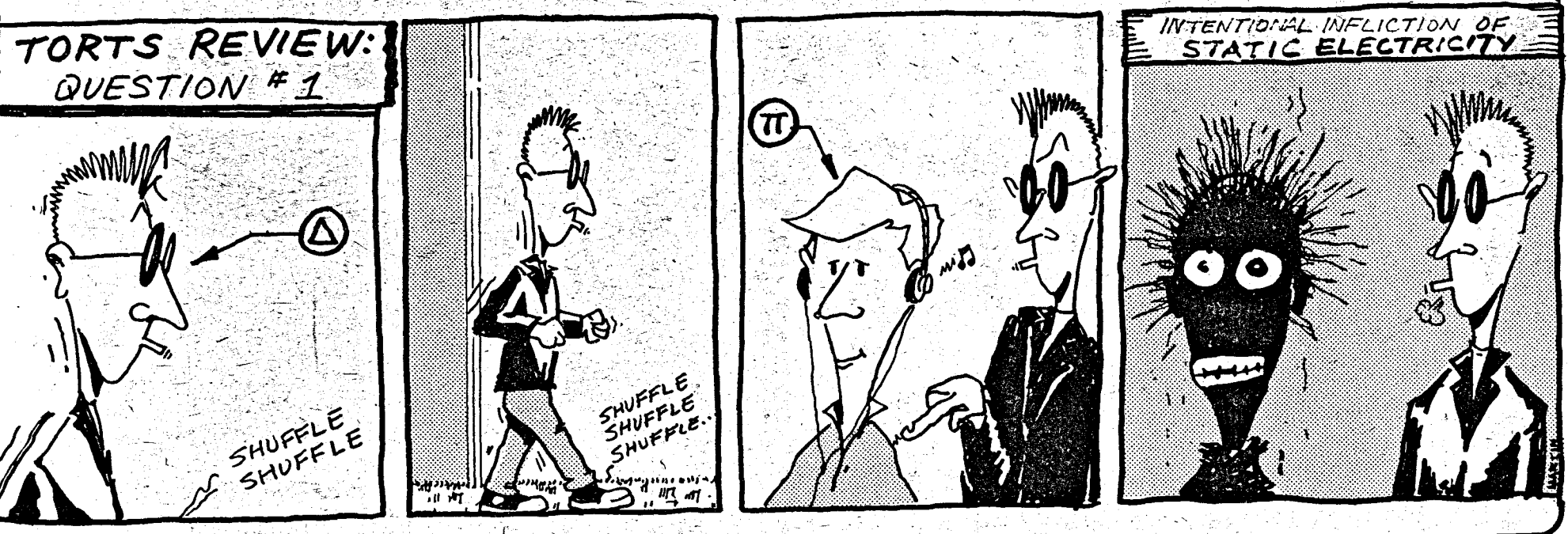
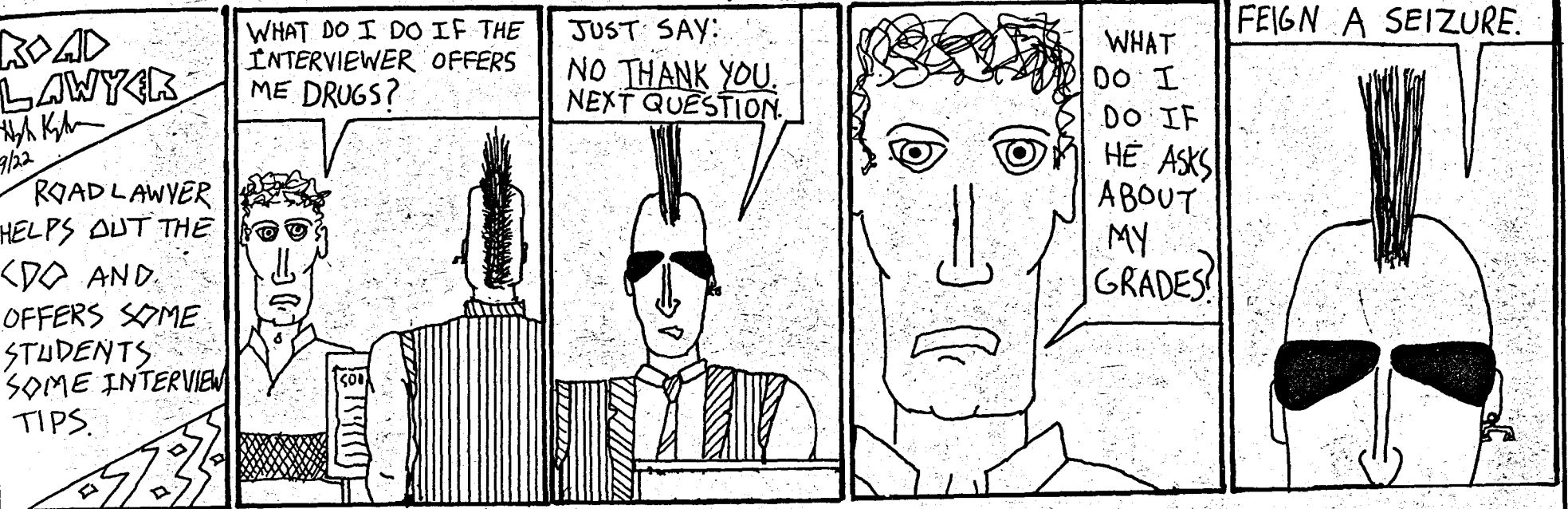
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# FUNNIES



## MOVIE REVIEW: "Big Easy" is a Must See

By Lisa Federici

Hailed by critics as "one of the most remarkable movies of the year," "The Big Easy" - starring Dennis Quaid and Ellen Barkin - is the "must see" movie of the summer.

"The Big Easy," set in the seductive atmosphere of New Orleans, is a romantic thriller about a likable but slightly corrupt cop who is torn between the unscrupulous policies of his colleagues, and his increasingly romantic feelings towards the district

attorney who is investigating police corruption. This unlikely romance provides the foreground for a plot that combines mysterious murders and sizzling sex, with a climactic final scene that will satisfy every moviegoer.

"The Big Easy" runs the gamut from the hilarity of Barkin's first meeting with Quaid's younger brother, to the easy camaraderie of a Cajun block party, to the harsh reality of senseless murders and the reckless desperation of heroin smugglers. While

the plot may sometimes be reminiscent of the typical "cops and robbers" theme, the excellent use of the movie's New Orleans locale, coupled with class performances by supporting cast members, helps "The Big Easy" rise to a different level and insure the movie's success.

Dennis Quaid, who recently starred in the largely forgettable "Innerspace", is in rare form as the leading man in "The Big Easy". His casting with co-star Barkin provides for incredible sexual chemistry, best

illustrated in the scene which critics have deemed "the most indelible sexual encounter of the year". (You'll know it when you see it!) The highly erotic tete-a-tetes between Quaid and Barkin leave little doubt that Dennis Quaid richly deserves Newsweek's designation of him as the summer's sexiest actor.

Whether you see it for the plot, the comedy, the romance, or the richness of the atmosphere in which it is cast, do not miss "The Big Easy" - a sure thing movie that will leave you feeling great.



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